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GRADUATION MINOR THESIS
USING PAIRWORK AND GROUPWORK IN ENGLISH LESSONS AT HA TINH SCHOOL OF EXCELLENCE IN EDUCATION

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HA TINH UNIVERSITY
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Lê Thị Ngọc Trâm
ABSTRACT

The study focuses on students’ perception on using pairwork and groupwork at Ha Tinh School of Excellence in Education. The main purpose of this study is to investigate how to use pairwork and groupwork in English lessons. Another purpose of the study is to do an analysis to see how to make students understand about pairwork and groupwork and how to make pairwork and groupwork effective. The investigation draws on the data collected from students’ perception about how pairwork and groupwork are carried out, and observation made in a number of English lessons. This research is expected to make some contributions to enhance the use of pairwork and groupwork in Ha Tinh School of Excellence in Education.
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Chapter One: INTRODUCTION

1.1 Rationale

In the modern world, English is considered a vital part in the life. It brings many benefits both business and diplomacy. Especially in the globalization trend, the business people and the organizations have compared English as floating bridge to link tighter and closer relationships. Besides, English holds important role in education. About 10 years ago, English was not considered as a compulsory subject comparison with other subjects such as Maths, Literature, Physic and so on. However nowadays, it becomes the most important subject and more interested in education. Many educators or schools are concerned with much rather teaching method to convey for student the best knowledge. This trend in language teaching has led to the increasingly important role of teaching and learning skills.

In English lessons for students at high school, pairwork and groupwork are seen as key features of exchanging and achieving opinions. Students have many opportunities to communicate with others by exchanging information or ideas of a noticeable problem. Teacher finds out the effective methods in order to stimulate students’ learning and make students more confident and independent during communication.

Personally, I especially concern with enhancing the use of pairwork and groupwork for students. Perhaps, the biggest interest with students is pronunciation and how to repair to make students fluent in their speaking. Coming this seminar I want to present about “Using pairwork and groupwork in English lessons at Ha Tinh School of Excellence in Education.” I would like to bring about some comments and recommendations to enhance for students about participating in pairwork and groupwork.
1.2 Aims of study

- To explore the perceptions of students about the experiences in using groupwork and pairwork in English language classrooms;
- To investigate students’ perceptions about the benefits of using pairwork and groupwork in English classes;
- To provide some suggestions to promote students’ interest in taking part in pairwork and groupwork and of students in Ha Tinh School of Excellence in Education.

1.3 Research questions

The purpose of this study to answer the following questions:

1. What experiences do the students have about using pairwork and groupwork in English classes?

2. What are the benefits of using pairwork and groupwork to students in Ha Tinh School of Excellence in Education?

1.4 Research Methods

- Pairwork and groupwork will be organized to use in English language classrooms in Ha Tinh School of Excellence in Education.
- A survey questionnaire was distributed to students asking their perceptions about using pairwork and groupwork.
- Observation was carried out in the classroom to identify the level of interaction facilitated by pairwork and groupwork in English classes.

1.5 Thesis Outline

This research consists of five parts:
- **Chapter one: Introduction** includes the rationale, the aim, the question, the method and the outline of the research. There are three questions mentioned in this part.

- **Chapter two: Literature review** gives out some definitions of pairwork and groupwork and points out importance of using pairwork and groupwork.

- **Chapter four: Methodology** introduces about Ha Tinh School of Excellence in Education and some methodologies to carry out researching such as instrument, participant, procedure and data.

- **Chapter three: Findings and discussion** comment and discuss the data, observes how the teachers at Ha Tinh School of Excellence in Education used pairwork and groupwork and find out difficulties facing them and their students in carrying out these activities.

- **Chapter five: Conclusion** summarizes all the key issues as well as the limitations, gives out a few of recommendations of the study and suggests some further researches.
Chapter Two: DEVELOPMENT

2.1 Literature review

2.1.1 Pairwork and groupwork

2.1.1.1 Definitions of pairwork and groupwork

2.1.1.1.1 Pairwork

There are many ways to give out the definition of pairwork, according to Jenifer Lee (2012) said that “Pairwork only involves two participants, this type communicates with each other as they teach learn from each other.” And in my opinion, I think that pairwork includes two students, they discuss and solve together about one or many different problems that are given by teacher.

2.1.1.1.2 Groupwork

According to Sydney School of Education and Social Work (2012) showed that

“Groupwork involves students working collaboratively on set tasks, in or out of the classroom. It includes:

- Any learning and teaching tasks or activities that require students to work in group.
- Any formal assessment tasks that require students to work in group.

Group sizes can vary from pairs to large groups of students. This guide deals with small group”.

Personally, groupwork involves many students from three, four or much more. They can work on tasks that entail interaction: conveying information,
for example, or group decision making. In addition, they must work together and teacher can walk around to listen and give out some opinions.

2.1.1.2 Importance of using pair work and group work

2.1.1.1.1 More language practice opportunities

When organizing pairwork and groupwork, we can see that students have more time to practice and look for information from other people. For instance, in speaking lesson teacher asks students to make sentences (question and answer) to create a dialogue. Each member in pairs or groups can invent many other sentences as they can. And students will go around and gather information from other members by using or speaking their dialogue which has just been created.

2.1.1.1.2 Enhancing confidence

If students have time to speaking frequently or teacher always creates activities to students join pairwork or groupwork, this will create for students feel as a habit to avoid students confused or unconfident. On the other hand, students usually feel much more interested and stimulated when taking part in activities than the whole class and the teacher. Especially, students are not good at speaking or afraid of wrong speaking they will feel more relaxed and comfortable and try to put their language during activity to see how to they use them.

2.1.1.1.3 Developing students’ fluency

Grammar is not necessary in the speaking process when students participate in discussion by speaking English because while participating in group activities it gives students a free space where students can speak their own rules without being constrained, which will easily give students
confidence. More speaking or preparing for the fluent part in the next activities.

2.1.1.4 Increasing cooperation

During carrying out communicative activities, students have many conditions to help each other, they will learn conscious or unconscious way through the fix and additional knowledge for each other, therefore, join in pairwork and groupwork will develop the skill better for them.

2.1.1.2 Organizing pairwork and groupwork

From observing and evaluating of the use of pairwork and groupwork by teachers in Ha Tinh School of Excellence in Education, I would like to suggest some processes to organize pairwork and groupwork more effective. There are three major periods: before, during and after activity.

Before: When we want students to work together in pair or group activities, we will want to follow ‘‘an engage-instruct-initiate’’ sequence. This is because students need to feel enthusiastic about what they are going to do, they need to know what they are going to do, and they need to be given an idea of when they will have finished the task. Sometimes the instructions will involve a demonstration, for example, students are going to use a new information-gap activity or when we want them to use cards. On the other occasions, where an activity is familiar, we may simply give them an instruction to practice language they are studying in pairs, or to use their dictionaries to find specific bits of information. The success of a pairwork and groupwork task is often helped by giving students a time when the activity should finish-and then sticking to it. This helps them a clear framework to work within. Alternative in lighter-hearted activities such as a poem dictation, we can encourage groups to see who finishes first. Though
language learning is not a contest (except, perhaps, a personal one), in game-like activities ‘...a slight sense of competition between groups does no harm’. The important thing about instruction is that the students should understand and agree on what the task is. To check that they do, we may ask them to repeat the instructions, or, in monolingual classes, to translate them into their first language.

During: While students are working in pairs or groups we a number of options. We could, for instance, stand at the front or the side of the class (or at the back or anywhere else) and keep an eye on what is happening, noting who appears to be stuck, disengaged or about to finish. In this position we can tune in to a particular pair or group from some distance away. We can then decide whether to go over and help them. An alternative procedure is often referred to as monitoring. This is where we go round the class, watching and listening to specific pairs and groups either to help them with the task or to collect examples of what they are doing for later comment and work. For example, we can stay with a group for a period of time and then intervene if and when we think it is appropriate or necessary, always bearing in mind what have said about the difference between accuracy and fluency work. If students are involved in a discussion, for example, we might correct gently; if we are helping students with suggestions about something they are planning, or trying to move a discussion forwards, we can act as prompter, resource or tutor. In such situations we will often be responding to what they are doing rather than giving correction feedback. We will help them forwards with the task they are involved in. Where students fall back on their first language, we will do our best to encourage or persuade them back into English.

After: When pairs and groups stop working together, we need to organize feedback. We want to let them discuss what occurred during the group work
session and, where necessary, add our own assessments and make corrections. Where pair work or group work has formed part of a practice session, our feedback may take the form of having a few pairs or groups quickly demonstrate the language they have been using. We can then correct it, if necessary, and this procedure will give both those students and the rest of the class good information for future learning and action. Where pairs or groups have been working on a task with definite right or wrong answers, we need to ensure that they have completed it successfully. Where they have been discussing an issue or predicting the content of a reading text, we will encourage them to talk about their conclusions with us and the rest of the class. By comparing different solutions, ideas and problems, everyone gets a greater understanding of the topic. Where students have produced a piece of work, we can give them a chance to demonstrate this to other students in the class. They can stick written material on noticeboards, they can read out dialogues they have written or play audio or video tapes they have made. Finally, it is vital to remember that constructive feedback on the content of student work can greatly enhance students’ future motivation. The feedback we give on language mistakes is only one part of that process.

2.2 Methodology

Ha Tinh School of Excellence in Education was established in 2016-2017, the school was taken from the former Ha Tinh School of Excellence in Education.

Firstly, about the school system, there are two classes: one is Math and one is English. The school is built on the basis of training talented and talented students, promoting their potential. The school has a team of teachers of international standards and most of them come from Ha Tinh University. In
addition, about English book materials, most students learn English pilot book and are divided into five sessions to help them improve and improve their knowledge through which they can practice and practice well. There are major skills such as listening, speaking, reading and grammar. By using this book, we can develop our students' communicative competence and students can also learn from the realities of life. In addition, students are required to organize pairwork and groupwork and they also have the opportunity to listen to both native and non-native speakers from the tapes of the text book. In addition, each skill has its own test section to help students evaluate and through which students can review and improve their knowledge.

Secondly, about students of Ha Tinh School of Excellence in Education, most of them are students selected through the entrance examination in grade 10 and come from Ha Tinh city. Students here have relatively similar English learning levels and only a few achieving good academic performance. They have been through four seasons in middle school and their current curriculum includes three years to complete high school. Their language is quite good, sometimes just a few mistakes while pronunciation and the learning attitude is very serious and aggressive. Their curriculum is the same as that of other schools, which consists of two main periods to complete each of their academic levels. Their curriculum system includes 6 periods of English one week, 15 minutes test every two weeks and 45 minutes tests every four weeks. In class, they are given chances to practice mainly four skills: speaking, listening, reading and writing skill.

Thirdly, about the teachers at Ha Tinh School of Excellence in Education, there are two main English teachers aged between thirty and forty who are lecturers from Ha Tinh School of Excellence in Education with long experience teaching and master's degree, most of the faculty members are
well-trained in large schools and are well-trained abroad. With the school's standard curriculum, teachers are focused on creative writing and design of the lecture, helping students learn and create extracurricular activities for them. The main language teachers use is English, they are very limited in using their mother tongue to avoid being too dependent on it and to help them develop their explorations as well as to remember the pronunciation of the vocabulary.

At Ha Tinh School of Excellence in Education, most of the teaching and learning activities are held in the classroom. About devices of class, each class has one table, one projector, tables and chairs. Most of the students are reasonably arranged but because the number of students in a class is relatively high, the movement to organize activities for them is very tricky and takes a long time to arrange. The materials are not available to students and teachers in the library and even there are only a few books that fit their curriculum. This caused some difficulties, many teachers have to find the material for their own lectures, but for students this is difficult for them.

2.2.1 The participants

In this study there are total 40 students. This research is evaluated from the grade 10. There are two classes 10 Math and 10 English chosen in this study. About 10 Math has 17 male and 4 female, almost them from 16 ages and their language is beginner and 10 English has 6 male and 13 female, almost students from 16 ages and their language is intermediate.

2.2.2 Research instruments

To collect the information for the study, I used three major instruments to collect the data: questionnaire sheet, observation sheet and appendix. The questionnaires were given to students. Each question consists of 8 sentences.
The question is used to exploit students' information, knowledge, experiences or attitudes by organizing the group. Observation’s appendix of the group was observed through many skills: teaching reading, teaching speaking, teaching writing, teaching listening, teaching grammar, researching the Classroom Observation Sheet before observing classes. Appendix includes the sheet of observation process and the result of observing pairwork and groupwork activities.

2.2.3 Procedure

After designing the questionnaires, they were delivered to the students then they choose their answers. The researcher collected and analyzed data to find out the choice of using pairwork and groupwork in English class. From the result of survey questionnaire, the researcher knew how they understand about pairwork and groupwork when they join in activities in English classes. Finally, their answer was explained to take the final results.

2.2.4 Data analysis

Data analysis is not simply a single description of the collected data. In fact, it is the process by collecting from the survey questionnaires. The scheme and coding categories in this research emerged from an examination of data rather than being pre-determined and imposed on the data.

2.3 Findings and discussion

There are 40 sheets of language learning survey questionnaires delivered for students in two classes 10 Math and 10 English. Forty students were chosen from 10 English Class with level A and twenty one students of 10 Math Class it level B. The students were from two classes taught by different teachers. Students were chosen freely in order to have different abilities of
English study with different attitudes to English learning. They are of course both gentle.

Table 1: *The information of students participating in the language learning survey*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Gentle</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>19</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td>21</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>
2.3.1 Experiences

2.3.1.1 Length of activities

Figure 1: How long does it often take to organize groupwork?

In Figure 1, a half of students claimed that they often are organized over 10 minutes. About 25% students chose 8 to 10 minutes for group work in a language class, only 10% students claimed that they often work in groups from 1 to 3 minutes and 2.5% for 5 to 15 minutes. This proved that most of groupwork is carried out over 10 minutes and rarely from 5 to 15 minutes. From the data, I see that students work groupwork over 10 minutes total appropriates with organizing pairwork and groupwork because it is neither quick nor slow.
2.3.1.2 Type of activities

Figure 2: Which element are you often used for pairwork and groupwork in your English class?

Most of the elements were chosen, but the percentages for each are not the same. Over 50% students chose speaking for working in pairs and groups. Besides, reading 14% of reading, 13% listening, 10% grammar, 8% writing and then. These data has different proportion. It also shows that the elements above are used for pairwork and groupwork in every class very often, particularly speaking.
2.3.1.3 Frequency of using pairwork and groupwork

In this Figure 3, the students answered that they are often grouped with the others at the same table about 55%. Students in different table makes up about 25% and good students with the weak ones is about 20%. No choice for weak students with the weak ones, good students with the good ones and another option. From the above data, it is shown that teachers often organize pair and group activities for students sit at the same table and also show flexibility and save time when using this method.
2.3.2 Benefits of pairwork and groupwork

2.3.2.1 Benefits regarding purposes

![Figure 4: What are the benefits of pairwork and groupwork in improving the quality of school-based?](image)

Here the students also found the benefits of pairwork and groupwork in improving the quality of school, about 45% students considered that pairwork and groupwork really help students to develop communication with others whereas 40% students thought that they help them to build positive relationships. About 10% students chose they help students more dependent and confident while 5% students claimed that they only bring about high application in practice. From the chart, pairwork and groupwork are really very useful in the process of teaching English as well as developing the quality of teaching at school.
2.3.2.2 Benefits of regarding learning quality

Figure 5: What are the benefits of using pairwork and groupwork for learner?

37% students claimed that pairwork and groupwork were necessary, they provide additional opportunities for students to practice the language. Helping students more confidence only made up 27% and creating cooperation for students occupied 20%. 16% students claimed that they make the classroom more vibrant. From that result, most of the choices are quite balance but about creating opportunities for students to practice language with others is a top priority. It means that the development of language is really necessary to students and help students to develop about communication.
2.3.2.3 Appropriateness

Figure 6: Are pairwork and groupwork in appropriate class?

50% of the students said that pair work and group work were very suitable in their school. Only 10% of the students thought they were fair fit in school because they did not see many effective in working pairs and groups. About no choice for not suitable and another idea, from that show that most of students agree that pairwork and groupwork are really appropriate in class.
2.3.3 Observation

I observed two classes taught by two teachers. The classes were 10 Math and 10 English and at both levels A and B. This part describes the detail procedure of the class observation and the some evaluations are given by the researcher. They were observed as follow:

Basing on the classroom observation sheets see Appendix 2 ( page 39) and Appendix 3 ( page 41 ), pair and group activities take place in language classes in Ha Tinh School of Excellence in Education quite often. They were used in all the classes observed (100%). This means that the teachers here usually organized pairwork and groupwork in their language classes but not all the teachers used them effectively. Moreover, the different teachers spent the various time on pair and group activities, the total for these activities were about 50% of the total time amount, and in average, pair and group activities took 15 minutes each period. The maximum time amount for pair and group activities in a class was 20 minutes and the minimum time amount was 3 minutes. And the average time amount for pairwork and groupwork in a class with in this school was 15 minutes. This number is also shown in the language teaching survey questionnaires, in which they chose 15 minutes and more for the appropriate time amount.

Appendix 3 described the use of pairwork and groupwork in Ha Tinh School of Excellence in Education in details. The appendix showed that the teachers at Ha Tinh School of Excellence in Education prefer pairwork to groupwork. The teachers were organized 17 pairs and 13 groups. And most of pairwork and groupwork they organized were for teaching speaking (9/30), and the rest 21for teaching grammar, reading, writing, vocabulary and listening; 2 for teaching grammar, 4 for teaching reading, 6 for teaching
writing, and only 1 for teaching vocabulary, and 8 for teaching listening. Each pairwork and groupwork organized took at least 3 minutes and at most 15 minutes. The teachers usually group students at the same table in pairwork and groupwork (14/30). And the information the teachers used in organizing pairwork and groupwork was mainly taken from the textbook (19/30), among them in 10 cases the teachers used the exact copies from the textbook and in 9 cases they used the information in the textbook with adaptation and extension, 11 cases the teachers designed the work by themselves.

Note: for more details, please look at Appendix 3 (page 41).

2.3.4 How did teachers at Ha Tinh School of Excellence in Education organize pairwork and groupwork?

By surveying and gathering information from students at the school, I have a general summary of how to use or organize a team of teachers at the school.

2.3.4.1 Steps of organizing pairwork and groupwork

In order to organize pairwork and groupwork are successful, the trainer has to prepare well and normally the preparation consists of the three processes which I presented in Chapter two (Page 6, Part 2). Through the process of conducting research and observing in my internship, I find that many teachers have used different and diverse organization methods.

Firstly, teachers usually show students what the main content of the unit is, how to teach students and provide additional forms. Essential materials as well as the provision of vocabulary and sentence structures are needed in relation to the topic of groupwork. Sometimes there are students who did not understand the teacher clearly explain their requirements and if the time was limited, many teachers explained in Vietnamese to the students and some teachers also did sample students to get students to understand the task.
Although pairwork and groupwork were organized by many different ways, most students could understand the requirements of the teacher. In addition, pair work could be detrimental to a teacher, such as causing noises and influencing learning to another class, but this gave the students the opportunity to enjoy and reduce control of the teacher in the classroom. Sometimes teachers organized a group of eight people and most teachers allowed them to choose their own groups and often sit at tables because of limited classroom space and classroom equipment so students could not move easily.

Followed by this is the teacher who acts as the main observer in the classroom. While students were no longer under the control of the teacher, they gave out their opinion to their companion but asked them to speak in the target language and they needed to speak with their partner. Teacher could help if necessary. While doing the pairing, the teacher went to each table and observed the activity of each pair and some teachers also directed and corrected the pronunciation for the children. Most of the group activities were not completed because time was limited. Thereby, some teachers need to consider and explain the problem that they give to students.

Finally, when completing the discussion in pairs and groups, the teachers often ask some pairs or groups to repeat what they have discussed. Or with groups, the teacher could test the students by calling several representatives of each group in front of the class. Often the teachers at the school make students some suggestions for students and give them more information for students. And there were teachers who commented or edited all the mistakes directly and then gave out points. This suggests that some teachers are too focused on correcting mistakes that lead to the main task of group discussion that is conveying the target language to them and that there are some good
students who are good at facilitation. But it cannot be conveyed through the target language makes them lose confidence in speaking so direct blemish is not a good idea.

2.3.4.2 The material used in organizing pairwork and groupwork

The materials are collected from different sources with different content that is used for organizing pairwork. There are three main types of materials used in organizing a pair of clues that the teacher uses: first, the teacher draws from the textbook, the second is the teacher-designed material from the reference book. In 10 among 30 cases the teachers used the exact copy from the textbook. For example, in lesson 8 – 10th from textbook (page 46 to 60), the teacher asked the students to work in pairs to do task 3. The teachers adapted the task in the textbook and extended them more often than they used an exact copy of them. In lesson 8 (page 46), the teacher extended the task 4 for groupwork. The teachers required this task much more than those in the textbook. Sometimes the teachers here created the materials themselves or took from other books to organize pairwork and groupwork. They prepared the worksheets, the games and different kinds of activities to use in language classes. Among 30 cases observed, there were 10 times the teachers used the material out of the textbook. Although teachers have tried to gather the newest materials in teaching but most of the selection of the materials to use sometimes was inadequate.
Chapter Three: CONCLUSION

3.1 Summary of the study

The goal of the study was to find out how to organize group activities in high school in Ha Tinh School of Excellence in Education through which to see the effect of organizing the group and the knowledge of how to understand the pairwork and groupwork relationship.

According to many different ideas, the study was carried out using questionnaire and observation as the principal data collection instruments. It was found that students generally are fond of using pairwork and groupwork and in English classes. Furthermore, both teachers and students revealed a number of issues regarding using these methods in teaching and learning. Base on the findings, a number of recommendations have been proposed as to help teachers and students improve the use of pairwork and groupwork in English learning activities. It is hope that the study can bring up both teachers and students’ awareness of the benefits (and cautions) regarding organizing pair and group activities to promote interactions and communication in English classes in particular, and language classes in general.

3.2 Limitations of the study

- The study only carries out with the grade 10 so it will not supply enough the opinion of students in Ha Tinh School of Excellence in Education.

- Students do not pay much attention to questions and mostly have random remarks thus cause the research will not accurate.

- There is a time constraint because time is not enough for students to familiarize themselves with learning. On the other hand did not see the effect after proposing some new ideas.
3.3 Implications

3.3.1 For the teacher

Firstly, teachers need good preparation. Teachers should prepare in advance the materials, information or pictures needed for teaching, and teachers should create the appropriate atmosphere for the classroom to engage the student actively. According to Harmer, J, (1999) “the teacher must arrange a place that is appropriate for each individual in the class to organize the group.” In particular, the teacher should apply regulations as follows: friendship (put friend with friend), streaming (have a mistress of weaker and stronger student), chance (for no special reasons of friendship, ability, or level of participation), changing group (to change partners often).

Secondly, teacher should design activities with a purpose. Before organizing a group activity for a student, from the beginning the teacher must come up with a concrete plan that the plan is appropriate for the students and especially that it fulfills the purpose of the activity. Designing clear goals for activities will help students better understand how the activity will work and they will be more actively involved in the discussion. In order to set good goals, the teacher should present short and clear instruction. This helps avoid misunderstandings and also allows them to avoid misunderstandings. It is difficult to remember the purpose of the request. In addition, it is essential that teachers prepare and consider new words before discussing activities.

Thirdly, teachers should design activities based on tasks. The use of “task based activities” is an activity in which students use language to achieve specific purposes. This activity is to reflect real life, human learning focuses on meaning. Free learners use the language they have, not necessarily the new one. In teaching, playing games, solving problems, or sharing
information or experience, these can be considered as living examples to encourage them to use more language to express their ideas. The last element is the attitude of the teacher while holding the group. This is one of the important factors that make pairing possible. According to Watcyn-Jones stresses that ‘‘Once the pairwork activity has actually started the students should work independently of the teacher and their own pace.’’ Teacher here is monitor their students progress by walking round the classroom, pausing briefly beside each pair, listening to them and noting any language errors or communication problems which can be taken up later on with the whole class. It is best not to interrupt them or correct them while they are working as this will impede fluency, spoil the atmosphere, distract them from what they are doing and, at worst, destroy their confidence. But if things are obviously going really badly, the teacher should be prepared to offer advice and encouragement – just sufficient to get them working again. Besides, while the teachers are walking round, it is useful to have a small notebook or piece of paper on which you note down any persistent mistakes you hear or common problems. As mentioned above, these can then be dealt with in a feedback session after they complete the activity.

3.3.2 For the students

They should first know that the role of teamwork is very important so they must be active and active in all matters and to do this well prepared in terms of their knowledge. They need to cultivate experiences or knowledge through life, watch videos or read articles online or through popular newspapers and magazines. Students need to know that pairing will help them increase their self-confidence. For students who intend to give their opinions but do not give out ideas for fear of being wrong, because they are afraid of losing face in front of the teacher or class, this will cause them to lose the
opportunity to present, express their views and create a fearful habit for themselves. They should know that people will not criticize them or make fun of them but instead help them correct and help them learn from experience.

In short, in order for groupwork to be effective, teachers should follow criteria such as time limited, task orientation. In addition, the teacher must provide clear and easy instructions so that the purpose of the activities is better carried out. Another problem is the use of their mother tongue while discussing that sometimes they forget to use their target language. The best way to overcome this problem is that the teacher should pay attention to each group, remind or prepare the flag if the team speaks Vietnamese will be flagged red and if more will be eliminated. In short, finding the problems and setting the criteria for remediation is still a lot but the above are what are seen as common issues in the pairing process.

3.4 Further research

This research is limited on organizing pair and group activities in a particular school at Ha Tinh School of Excellence in Education, a kind of case study. Some further research should be taken as follows:

+ A study on the ways to use material provided by the textbook effectively in organizing pairwork and groupwork.

+ A study on the tips and techniques, which help to successfully organize pairwork and groupwork in crowded classes.

Working in pairs and groups are one of the techniques in Communicative Language Teaching. These mentioned above ways of organizing pair work and group work effectively will probably help learners and teachers organize pairwork and groupwork better and more effectively. However, it is important to note that these ways are only comparative. Therefore, students and teachers
should have an objective and all-side outlook to choose the most efficient ways of organizing pair and group activities. The author would like to hear from all of readers whose comment of advise is appreciated.
REFERENCES


2. Dean and Head of School (2002).


6. Ha Thi Lien Hoan (2005), An investigation in to how pairwork and groupwork are used in an upper secondary school. A case study, Viet Nam National University

APPENDIX 1

Questionnaires

Language teaching survey

I. General

1. Gentle:
   Male  □  Female  □

2. Grade:
   Grade 10  □  Grade 11  □  Grade 12  □

II. Survey question

1. Question 1: How long does it often take to organize groupwork? Please, tick the appropriate box.
   From 1 to 3 minutes  □  From 4 to 7 minutes  □
   From 8 to 10 minutes  □  Over 10 minutes  □
   From 5 to 15 minutes  □

2. Question 2: Which element are you often used for pairwork and groupwork in your class? Please, tick the appropriate box.
   Listening  □  Speaking  □
   Reading  □  Writing  □
   Grammar  □

   Another idea: ..........................................................

3. Question 3: How often are you organized into pairs and groups? Please, tick the appropriate box.
Students at the same table
Weak students with the weak ones
Good students with the weak ones

Another idea: ........................................................................................................

Question 4: What are the benefits of pairwork and groupwork in improving the quality of school-based? Please, tick the appropriate box.

They help students to build positive relationships
They help students to develop communication with others
They bring about high application in practice
They help students more dependent and confident

Another idea: ........................................................................................................

Question 5: What are the benefits of using pairwork and groupwork for learner? Please, tick the appropriate box.

Provide opportunity to practice the language
Help students more confidence
Make the classroom more vibrant
Create cooperation for students
Help students more confidence

Another idea: ........................................................................................................
Question 6: Are pairwork and groupwork in appropriate class? Please, tick the appropriate box.

Very suitable □  Suitable □
Fair fit □  Not suitable □

Another idea: ..............................................................................................................
APPENDIX 2

Classroom observation sheet

Date: Ha Tinh School of Excellence in Education

Teacher:

Number of years of teaching experience:

Grade:

Number of students: Male: Female:

Lesson:

Period:

Purpose of the lesson:

Learning aids:

Table 2: Steps of the lesson

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Observation sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Time</th>
<th>Aim</th>
<th>Grouping</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How pair and group work are carried out:
1. They are organized naturally

2. Teacher provides clear instruction before the work.

3. Teacher’s preparation.

........................................................................................................................................

........................................................................................................................................

4. Students’ preparation

........................................................................................................................................

........................................................................................................................................

5. The participation of the teacher
   - as a partner
   - as a guider
   - as a facilitator
   - as an observer

6. Students participate
   - Actively
   - Forcely

7. Students speak Vietnamese during the work   Yes   No

8. The teacher gives the feedback after the work   Yes   No
APPENDIX 3

Table 3: *The description of the classroom observation sheets*

<table>
<thead>
<tr>
<th>Number</th>
<th>Kind</th>
<th>Activity</th>
<th>Time</th>
<th>Grouping</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pairwork</td>
<td>Speaking</td>
<td>5 minutes</td>
<td>Students at the same table</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>2</td>
<td>Groupwork</td>
<td>Writing</td>
<td>15 minutes</td>
<td>Students at the same table</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>3</td>
<td>Groupwork</td>
<td>Listening</td>
<td>10 minutes</td>
<td>The class is divided into four equal parts</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>4</td>
<td>Pairwork</td>
<td>Reading</td>
<td>5 minutes</td>
<td>Students sitting far from each other</td>
<td>A copy from the textbook with adaption</td>
</tr>
<tr>
<td>5</td>
<td>Pairwork</td>
<td>Speaking</td>
<td>7 minutes</td>
<td>Students from different tables</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td></td>
<td>Task</td>
<td>Activity</td>
<td>Duration</td>
<td>Participants</td>
<td>Material</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>-------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Pairwork</td>
<td>Speaking</td>
<td>3 minutes</td>
<td>Students at the same table</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>7</td>
<td>Groupwork</td>
<td>Listening</td>
<td>10 minutes</td>
<td>The class is divided into four equal parts</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>8</td>
<td>Groupwork</td>
<td>Writing</td>
<td>15 minutes</td>
<td>Students in different rows</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>9</td>
<td>Pairwork</td>
<td>Reading</td>
<td>7 minutes</td>
<td>Students at the same table</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>10</td>
<td>Groupwork</td>
<td>Listening</td>
<td>15 minutes</td>
<td>The class is divided into four equal parts</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>11</td>
<td>Pairwork</td>
<td>Writing</td>
<td>10 minutes</td>
<td>Students at the same table</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>12</td>
<td>Pairwork</td>
<td>Speaking</td>
<td>6 minutes</td>
<td>Students at the same table</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>13</td>
<td>Pairwork</td>
<td>Vocabulary</td>
<td>4 minutes</td>
<td>Students at the same table</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>A copy from the textbook with adaption</td>
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</tr>
<tr>
<td>14</td>
<td>Groupwork</td>
<td>Speaking</td>
<td>20 minutes</td>
<td>The class is divided into four equal parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A copy from the textbook with adaption</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Groupwork</td>
<td>Writing</td>
<td>15 minutes</td>
<td>Students from different rows</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A copy from the textbook</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Pairwork</td>
<td>Speaking</td>
<td>3 minutes</td>
<td>Students sitting far from each other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A copy from the textbook with adaption</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Pairwork</td>
<td>Listening</td>
<td>5 minutes</td>
<td>Students at the same table</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A copy from the textbook with</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Groupwork</td>
<td>Listening</td>
<td>10 minutes</td>
<td>Students at the same table</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>19</td>
<td>Groupwork</td>
<td>Writing</td>
<td>15 minutes</td>
<td>Students at the same table</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>20</td>
<td>Pairwork</td>
<td>Reading</td>
<td>6 minutes</td>
<td>Students sitting far from each other</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>21</td>
<td>Pairwork</td>
<td>Grammar</td>
<td>4 minutes</td>
<td>Students at the same table</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>22</td>
<td>Pairwork</td>
<td>Listening</td>
<td>5 minutes</td>
<td>Students at the same table</td>
<td>A copy from the textbook with adaption</td>
</tr>
<tr>
<td>23</td>
<td>Groupwork</td>
<td>Speaking</td>
<td>15 minutes</td>
<td>Students sitting far from each other</td>
<td>A copy from the textbook with</td>
</tr>
<tr>
<td>24</td>
<td>Groupwork</td>
<td>Writing</td>
<td>12 minutes</td>
<td>The class is divided into four equal parts</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>25</td>
<td>Pairwork</td>
<td>Listening</td>
<td>10 minutes</td>
<td>Students from different tables</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>26</td>
<td>Groupwork</td>
<td>Reading</td>
<td>10 minutes</td>
<td>Students at the same table</td>
<td>Designed by the teacher</td>
</tr>
<tr>
<td>27</td>
<td>Pairwork</td>
<td>Speaking</td>
<td>5 minutes</td>
<td>Students from different tables</td>
<td>A copy from the textbook</td>
</tr>
<tr>
<td>28</td>
<td>Groupwork</td>
<td>Speaking</td>
<td>15 minutes</td>
<td>The class is divided into four equal parts</td>
<td>A copy from the textbook with adaption</td>
</tr>
</tbody>
</table>
| 29 | Pairwork | Listening | 6 minutes | Students sitting far | A copy from the }
| 30 | Pairwork | Grammar | 4 minutes | Students at the same table | Designed by the teacher | from each other | textbook with adaption |